



دولة الكويت

وزارة التربية

منطقة حولي التعليمية

التوجيه الفني للغة الإنجليزية □

الخطة العلاجية المقترحة لتطوير مهارتي القراءة والكتابة في
المرحلة المتوسطة (الصف الثامن) الفصل الثاني

2024-2023

الخططة العلاجية المقترحة للصف الثامن

مهارة القراءة

| ملاحظات | فترة التنفيذ | | الأنشطة المقترحة | الإجراءات | نقاط الضعف |
|------------|--------------|----------------|--|---|-------------------------------|
| مثال رقم 2 | فبراير | الأسبوع الأول | <p>Look at the pictures and find the appropriate word from the list.</p> <p>Listen to the conversation and write down the words you learned recently.</p> <p>Listen to the conversation/text and complete the text with the missing words. (words from Unit 7)</p> | <p>- تنوع أساليب تدريس الكلمات الجديدة.</p> <p>- استعمال جمل بسيطة لتدريس الكلمات الجديدة.</p> <p>- استعمال الوسائل التي تساعد على تثبيت المعاني في ذهن الطالب.</p> | صعوبة في فهم بعض كلمات المنهج |
| | | الأسبوع الثاني | <p>مارس</p> <p>Complete the conversation/the text with words you know.</p> <p>Fill in the spaces with words from the list.</p> <p>(words from Unit 7)</p> | | |

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|------------|--------------|----------------|---|---|------------------------|
| مثال رقم 1 | مارس | الأسبوع الثالث | Listen to the teacher and write the word. Match the synonyms. Match the antonyms. (words from Unit 8) | - مساعدة الطالب على استعمال الكلمات الجديدة. | |
| مثال رقم 2 | مارس | الأسبوع الرابع | Match the word to its definition. Use the following words in sentences. (words from Unit 8) Giving more practice with the new words. (words from Units 7&8) | | |
| مثال رقم 4 | مارس | الأسبوع الرابع | Individual and choral reading of In one/two short sentences. minute/s read silently and find an answer to...(word/piece of info/number...etc) Individual reading of a paragraph or a couple of sentences. Read the following words/ sentences aloud. | - تدريب مكثف على القراءة بشكل يومي. - تدريب الطالب على السرعة في القراءة. - التدريب على القراءة والبحث عن الإجابة لأسئلة بسيطة في وقت قصير. - التدريب على القراءة الجهرية لبعض النصوص القصيرة بشكل يومي. | بطء القراءة والاستيعاب |

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| | | | | | |
| مثال رقم 5 | مارس | الأسبوع الخامس | <p>Recognising the text type.</p> <p>Ex: Read the text and find out the purpose of the writer.</p> <p>Find out the missing information from the text.</p> <p>Read the paragraph and find the three/four main ideas. (choosing 3 or 4 among many).</p> | <p>تعريف الطالب بالبنية الأساسية التي تتكون منها الفقرة.</p> <p>أن يتعرض الطالب الى جميع أنواع النصوص (وصفية – بيانية ... الخ</p> <p>- التدرج في التعرض الى الأنواع المختلفة من النصوص (من الاسهل الى الأكثر صعوبة)</p> | صعوبة فهم النصوص فهما اجماليا |
| مثال رقم 1 | أبريل | الأسبوع السادس | <p>Choose the best sentence that best completes the paragraph.</p> <p>Ex: Read the text and choose the best answer to the questions.</p> | <p>- التعرض الى مهارة القراءة بشكل يومي</p> <p>- استعمال نصوص المنهج من خلال دراسة تكوينها.</p> | |

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|------------|--------------|----------------|--|---|--|
| مثال رقم 3 | أبريل | الأسبوع السادس | <p>Recognising the main idea of a text.</p> <p>Recognising more than one main idea in different paragraphs.</p> | <p>تدريب الطالب على استراتيجيات ال Scanning & Skimming.</p> <p>- التعرض الى نصوص طويلة تحتوي على عدة أفكار رئيسية</p> | صعوبة تحديد الأفكار الرئيسية. |
| مثال رقم 3 | أبريل | الأسبوع السابع | <p>Recognizing main types of texts.</p> <p>Ex: Read and tell what of type of text it is.</p> <p>Recognizing main ideas and details.</p> <p>Ex: underline the sentence that tells the main idea.</p> <p>List the 3/4 sub ideas.</p> | <p>- التعرف على الأنواع المختلفة من النصوص.</p> | صعوبة التمييز بين الفكرة الرئيسية والأفكار الفرعية |
| | ابريل | الأسبوع الثامن | <p>Inferring meaning from context</p> <p>Recognizing the author's view point/ reading between the lines.</p> | <p>تعليم الطالب استراتيجيات القراءة والاستيعاب.</p> <p>التعرض الى نصوص أكثر صعوبة.</p> | صعوبة التعرف على المعاني المبطنة في النصوص. (implicit ideas) |

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| مثال رقم 6 | ابريل | الأسبوع التاسع | <p>Read the text and:</p> <p>Underline the new words</p> <p>Underline the main idea of the text</p> <p>Underline the main idea in each paragraph.</p> <p>Complete the diagram with ideas from the text.</p> <p>What do you think the author wants us to know?</p> | <p>تناول نص من الكتاب(الوحدة 9 صفحة 73)</p> <p>والعمل على تفكيكه من حيث الكلمات, البنية, الأفكار الرئيسية, و الأفكار الفرعية.</p> | <p>صعوبة استعمال ما يعرفه الطالب من كلمات في فهم النص.</p> |
| مثال رقم 6 | مايو | الأسبوع العاشر | <p>Read the text and:</p> <p>Underline the new words</p> <p>Underline the main idea of the text</p> <p>Underline the main idea in each paragraph.</p> <p>Complete the diagram with ideas from the text.</p> <p>What do you think the author wants us to know?</p> | <p>تناول نص من الكتاب(الوحدة 12 صفحة 88)</p> <p>والعمل على تفكيكه من حيث الكلمات, البنية, الأفكار الرئيسية, و الأفكار الفرعية.</p> | <p>صعوبة استعمال ما يعرفه الطالب من كلمات في فهم النص.</p> |

N. B : تبدأ الخطة من تاريخ 11 فبراير وتنتهي 2 مايو

مثال رقم 1

Common verb phrases 1

VOCABULARY BANK

a (2/36) Listen and repeat the phrases.



1 live in a flat
/lɪv ɪn ə flæt/



2 have breakfast (lunch / dinner)
/hæv 'brekfəst/



3 watch TV
/wɒtʃ ti: 'vi:z/



4 listen to the radio
/lɪsn tə ðə 'reɪdɪəʊ/



5 read the newspaper
/ri:d ðə 'nju:zpeɪpə/



6 eat fast food
/i:t fæst fu:d/



7 drink tea
/drɪŋk ti:/



8 speak English
/spi:k 'ɪŋɡlɪʃ/



9 want a coffee
/wɒnt ə 'kɒfi:/



10 have a dog
/hæv ə dɒg/



11 like cats
/laɪk kæts/



12 work in a bank
/wɜ:k ɪn ə bæŋk/



13 study Spanish
/'stʌdi 'spæniʃ/



14 go to English classes
/gəʊ tə 'ɪŋɡlɪʃ klɑ:sɪz/



15 need a new car
/ni:d ənju: kɑ:z/

b (2/37) Cover the phrases. Listen and say the phrase.

» in a flat *live in a flat*

« p.31

c Ask and answer with a partner in a different order.

Do you drink tea? *Yes, I do.* *No, I don't.*

مثال رقم 2

Jobs and places of work

VOCABULARY BANK

1 WHAT DO THEY DO?

a (2/57) Listen and repeat the words.



1 a teacher
/'ti:tʃə/



2 a doctor
/'dɒktə/



3 a nurse
/nɜ:s/



4 a journalist
/'dʒɜ:nəlɪst/



5 a waiter /waitə/
a waitress /weɪtrəs/



6 a shop assistant
/ʃɒp əsɪstənt/



7 a receptionist
/rɪ'sepʃənɪst/



8 a policeman
/pə'lɪsmən/
a policewoman
/pə'lɪswoman/



9 a factory worker
/'fæktəri 'wɜ:kə/



10 a taxi driver
/'tæksɪ draɪvə/

b Cover the words. Ask and answer in pairs.

What does she do? *She's a teacher.*
What does he do?

c (2/58) Listen and repeat the sentences.

I work for Google. /'gʊ:ɡl/ I study economics. /'ekə'nɒmɪks/
I'm at school. I'm unemployed at the moment.
I'm a student. /'stju:dnt/ /ʌnɪ'm'plɔɪd/
I'm at university. /jʌnɪ'vɜ:səti/ I'm retired. /rɪ'taɪəd/

d What do you do?
I _____

2 WHERE DO THEY WORK?

a (2/59) Listen and repeat the phrases.



1 in a hospital /'hɒspɪtl/



2 in a shop /ʃɒp/



3 in a restaurant /'restɒrənt/



4 in an office /'ɒfɪs/



5 in a school /sku:l/



6 in a factory /'fæktəri/



7 at home /həʊm/



8 in the street /stri:t/

b Cover the phrases. Look at the photos. Say the phrases.

c Ask and answer with a partner.
Where does a doctor work? *In a hospital.*

d Where do you work or study?
I _____

« p.34

مثال رقم 4

مثال رقم 3

Places in city

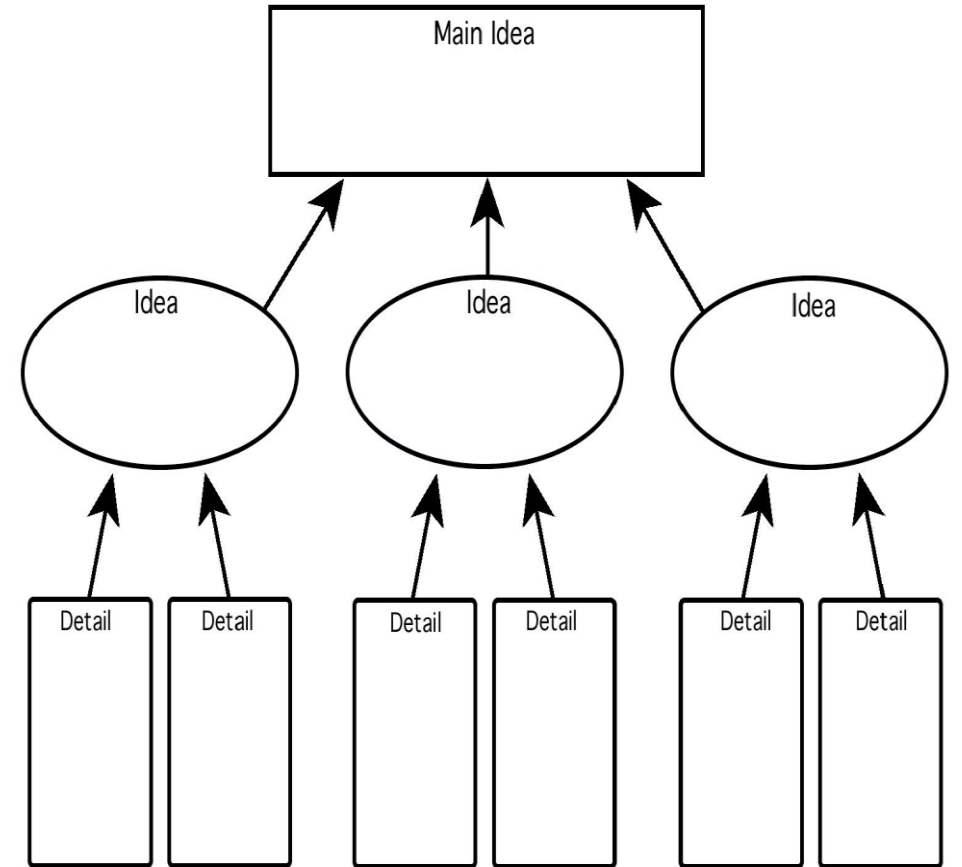
Match the places with the objects.



1. library
2. post office
3. chemist's
4. petrol station
5. dry cleaner's
6. newsagent's
7. art gallery
8. car park



Name _____ Date _____



□

Unit 4

**Develop your reading skills:
distinguishing main ideas from supporting details**

1 Read the text and label the underlined sentences. You will use one of the letters twice.

- a supporting reason
- b example
- c topic sentence

That's not the only point. Managers will often put a CV on the rejection pile for any number of reasons. This is not something one should take personally. It happens because they will receive hundreds of applications for a job and need a way to cut that number down quickly to the twenty or so they intend to interview. The list is obviously endless, but includes major gaps, such as lack of qualifications, and minor oversights, such as spelling errors.

- 2 _____
- 3 _____
- 4 _____

2 Match each topic sentence with a supporting detail.

- 1 Very few people in a new job could carry out their duties perfectly from the start. _____
- 2 It is worth doing a course, if that skill is in great demand at present. _____
- 3 Latest figures show record unemployment for 16-year-old school leavers. _____
- 4 This particular recruitment agency has a remarkable record of filling job vacancies. _____
- 5 There are lists of standard interview questions on the internet. _____
- a This has been put down to the current economic climate, which shows no sign of improving.
- b The main reason for this is that they make sure their recommended candidates are suitable.
- c Employers understand that there is a learning curve in every position.
- d An obvious example is computer literacy, which is a must in every office nowadays.
- e These include classics like 'What's your greatest weakness?' and candidates should have an answer prepared.

3 Match the paragraphs with the topic sentences.

There is one extra sentence which you do not need to use.

- 1 _____ No-one is expecting an interviewee to grin manically throughout the interview, but there's nothing worse than a blank or worried expression. Here's an old trick: looking up at the ceiling and raising your eyebrows just before entering the interview room will relax your face.
- 2 _____ Interviewers spend all day listening to answers to the same set of questions, and so they would appreciate someone who is concise. Also, digressing into an anecdote about your Aunt Sandy doesn't say much for your ability to focus on one task. If you have a relevant story to tell, practise it until you can deliver it in as few words as possible.
- 3 _____ Scratching the nose or breaking eye contact, for example, are both sure signs that the interviewee is not being entirely honest. Someone who does not sit straight might be lazy, while someone who sits too straight is probably not creative. These are subjective and perhaps hasty judgements, but interviewers are human, like everyone else.
- a Your face should be open and friendly, inviting conversation from the interviewer.
- b Small details, such as posture, or the way you hold your head, have a greater impact than you can imagine.
- c One interviewer we surveyed said she pays a lot of attention to a candidate's body language.
- d Candidates should keep their answers to the point, without being monosyllabic.

Find the Main Idea

As important as water conservation is, it is also very easy. A few simple habits can significantly reduce the water consumption of a household. One way to save water is to turn off the faucet when brushing your teeth. Also, don't allow faucets to drip; one drip can waste a large amount of water over a short period of time. Baths require less water than showers, so by taking a bath instead of a shower, you can reduce the amount of water your home uses. In the kitchen, running a dishwasher when it is completely full, rather than half full, can save up to 20 gallons a day. These simple changes will save water and save money.

Circle the main idea of the paragraph.

- A. Water conservation is important.
- B. Consumers can save money by conserving water.
- C. A few simple changes can save water in the home.
- D. Baths take less water than showers.

One the most popular musical instruments is the piano. In the traditional musical instrument classification system of string, woodwind, percussion and brass, the piano falls into two categories. It is considered a string instrument because the sound comes from the strings inside the piano. It is also considered a percussion instrument, since the player strikes the keyboard, which signals an internal hammer to strike the strings.

Circle the main idea of the paragraph.

- A. The piano is both a string and percussion instrument.
- B. The piano is a string instrument.
- C. The piano is a popular instrument.
- D. The strings of a piano makes the sound.

Irish immigration to the U.S. began during the early development of the American colonies. It is estimated that 200,000 Irish came to the U.S. in the 17th and 18th centuries. The numbers swelled from 1820 to 1850 to almost 2 million Irish immigrants. Most of these were fleeing the potato famine from 1845 until 1852. Steady numbers continued to arrive during the late 19th and 20th centuries. Today, over 36 million Americans claim some level of Irish ancestry.

Circle the main idea of the paragraph.

- A. The potato famine caused many Irish to immigrate to the U.S.
- B. The U.S. is a country of immigrants.
- C. The Irish are coming to the U.S. still today.
- D. The Irish came in large numbers to the U.S.

الخططة العلاجية المقترحة للصف الثامن

مهارة الكتابة

| ملاحظات | فترة التنفيذ | | الأنشطة المقترحة | الإجراءات | نقاط الضعف |
|------------|--------------|----------------|--|---|--|
| مثال رقم 3 | فبراير | الأسبوع الأول | Read the sentence and recognise the tense. (present continuous for future plans Unit 7) | - تناول جمل من المنهج الدراسي (الجمل التي تحتوي على قواعد المنهج) - استعمال جمل من خارج المنهج. | عدم القدرة على استعمال القواعد استعمالاً صحيحاً |
| | مارس | الأسبوع الثاني | Underline the verb in the following sentences and identify the tenses (tenses from 1 st term and Unit 7) | - التدرج في استعمال القواعد (من البسيط إلى الأكثر تعقيداً) - مساعدة الطالب على فهم المكونات الأساسية للجمل. | |
| مثال رقم 2 | مارس | الأسبوع الثالث | Use the following connectors to link the parts of the sentences. Match the different parts to make coherent sentences. Connectors from Units 7&8 | - تدريب الطالب على الجمل المركبة. - التعرض إلى استعمال الروابط اللغوية. - تفكيك الجمل المستعملة من أجل إظهار كيفية ترابط أجزائها. | ضعف في فهم البنية الصحيحة للجملة ناتج عن ضعف في القواعد. |
| | مارس | الأسبوع الرابع | Find the mistakes in the following paragraph and correct them. (Errors on tenses from Units 7&8) | | |

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| | مارس | الأسبوع الخامس | <p>Listen to the following text and identify which tense/s is the speaker using. / Explain why</p> <p>Why does the speaker/writer use the following connector/s?</p> <p>Comparing the original text and the reported speech. (identify the differences)</p> | <p>جعل الطالب أكثر وعياً بالقاعدة من خلال نصوص الاستماع والنصوص المكتوبة.</p> <p>حصر للقواعد التي وقع تدريسها منذ بداية العام الدراسي وتقديم أكبر عدد منها من خلال نصوص مكتوبة ومسموعة.</p> | <p>عدم قدرة الطالب على التمييز بين القواعد من أجل استعمالها استعمالاً صحيحاً.</p> |
| مثال رقم 1 | مارس | الأسبوع السادس | <p>Read the paragraph and underline the topic sentence.</p> <p>What are the three main parts of the following paragraph/s (paragraphs from Units 7&8)</p> <p>Write a topic sentence for each of the following paragraphs. (unseen paragraphs)</p> | <p>- تدريب الطالب على كتابة الفقرة بشكل تدريجي</p> <p>- تعريف الطالب بمكونات الفقرة</p> <p>- تدريب الطالب على كتابة topic sentence</p> | <p>عدم معرفة الطالب بمكونات الفقرة الأساسية</p> |
| | أبريل | الأسبوع السابع | <p>Correct the verb between brackets.</p> <p>Put the verb in the correct form or tense.</p> <p>Choose the right answer.</p> | <p>تبسيط تقديم القواعد من خلال استخدام الطريقة الاستنباطية والاستنتاجية.</p> | <p>- ضعف في صياغة القواعد والتراكيب اللغوية بشكل صحيح.</p> |

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| | | | Do as shown between brackets. (All tenses in grade 8) | - مراجعة جميع القواعد التي تم تدريسها في الفصل الدراسي الأول من خلال المواقف التواصلية. | |
| مثال رقم 4 | ابريل | الأسبوع الثامن | Add the missing sentences in the following paragraph: Using topics from Term 2 | - تدريب الطلاب على طرق تنظيم الأفكار - استعمال طرق العصف الذهني | عدم القدرة على إيجاد الأفكار للكتابة في موضوع. |
| مثال رقم 5 | ابريل | الأسبوع التاسع | Complete the following graphic designer, then write the paragraph. | - تدريب الطلاب على طرق تنظيم الأفكار. - استعمال الخرائط الذهنية. | عدم القدرة على تنظيم الأفكار. |
| مثال رقم 6 | مايو | الأسبوع العاشر | Underline the spelling mistakes in the text, and correct them. Using the rubrics to correct the following paragraph / report. Choosing reports written by other students. | - تعريف الطالب بأنواع الأخطاء الممكنة وطرق تصحيحها. - تعريف الطالب بكيفية التعامل مع مهارة التعبير | القيام بأخطاء عند الكتابة |

N. B: تبدأ الخطة من تاريخ 11 فبراير وتنتهي 12 مايو

مثال رقم 1

مثال رقم 2

Name: _____ Date: _____

GRAMMAR WORKSHEET
THERE IS / THERE ARE

- Look at the picture below and complete the sentences.
Use: "There is / are (two, three, etc. / a few / many) ..." OR "There isn't / aren't any..."

Picture A



Picture B



- There is _____ a car on the road in Picture A.
- There isn't _____ a car on the road in Picture B.
- _____ a big tree in Picture A.
- _____ two big trees in Picture B.
- _____ a young boy in Picture A.
- _____ a young girl in Picture B.
- _____ three butterflies in Picture A.
- _____ two butterflies in Picture B.
- _____ balloons in Picture A.
- _____ balloons in Picture B.
- _____ a house in Picture A.
- _____ a house in Picture B.

Future Going to

Look at the pictures and the prompts and write sentences. Use the Future Going to.



take

They _____ the bus.



make

She _____ a speech.



travel

They _____ by plane.



see

She _____ a film.



drink

She _____ some coffee.



have

They _____ a baby.



buy

He _____ a new tie.



be

They _____ rich.



score

He _____ a goal.



win

He _____ the race.



play

They _____ basketball.



get

They _____ married.

مثال رقم 4

WRITING

Looking at the pictures and writing a story. You can use the suggestion words in the box. Do NOT forget to give your story a TITLE.

| | | | | |
|----------|-----------|------------|-------|----------|
| consider | fish tank | thoughtful | carry | weekend |
| sad | river | lonely | swim | cheerful |



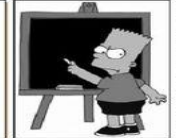
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مثال رقم 3

FIRST CONDITIONAL

We use the First Conditional to refer to actions that are likely to happen in the future.

| | | | | |
|----|-------------|----------------|-----------------------|----------------|
| IF | SUBJECT | PRESENT SIMPLE | SUBJECT | FUTURE SIMPLE |
| IF | many people | drive cars, | pollution | will increase. |
| IF | CONDITION | | RESULT OR CONSEQUENCE | |



UNLESS = IF NOT

If you don't work harder, you will fail your exam
Unless you work harder, you will fail your exam



Complete the sentences using the verbs in brackets in the present simple or the future simple. Then write the number of the sentences with the right picture.

- If we _____ (buy) a big car, we _____ (produce) a lot of carbon.
- He _____ (win) the race if he _____ (run) faster.
- If Ann _____ (not clean) her room, her dad _____ (be) angry.
- If you _____ (wash) the dishes, I _____ (dry) them.
- If it _____ (rain), I _____ (take) an umbrella.
- If I _____ (go) to Paris next month, I _____ (visit) the Eiffel Tower.
- If we _____ (take) the bus, we _____ (produce) less carbon.
- Peter _____ (not eat) lunch if he _____ (eat) all that ice cream.
- If we _____ (turn off) the lights, we _____ (save) energy.
- The dog _____ (bite) you if you _____ (pull) its tail.
- The baby _____ (not sleep) if you _____ (make) so much noise.
- If it _____ (to be) sunny, we _____ (go) to the beach.
- If it _____ (snow) tonight, we _____ (make) a snowman tomorrow.
- Unless she _____ (water) the flowers, they _____ (not grow).
- My dad _____ (be) angry if I _____ (spend) a lot of money.



Juan Martinez Martinez

LIVWORKSHEETS

مثال رقم 6

Name _____ Date _____

Research Graphic Organizer: Winter Holidays Around the World



Research a winter holiday, and complete the graphic organizer with your notes.

| | |
|---|---|
| Name of Holiday: | |
| When is this holiday celebrated? | Where is this holiday celebrated? |
| Why is this holiday celebrated? | Draw a symbol that represents this holiday. |
| How is this holiday celebrated? Describe music, clothing, foods, traditions, and other interesting facts about how people celebrate this holiday. | |

مثال رقم 5

Instructional writing: Directions

My Map

Draw a city map. Write the name of the streets and draw places on the map. For example: **cinema, pet shop, parks, art gallery, houses, schools, restaurants, cafe, super market, hospital, pharmacy, sports center, shopping mall, bakery, butcher, bus stop, train station, airport, car park, e.t.c.**



In pairs, take it in turns to ask for and give directions to the places on the map. Use the language below:

- ❖ How do I get to.....?
- ❖ Can you tell me the way to.....?
- ❖ Walk across the street/road.
- ❖ Take the first turning/ road/ street on your left/ right
- ❖ Turn left/right
- ❖ Go along the (street)
- ❖ Go straight on.....street.
- ❖ Go pass the
- ❖ It is opposite / next to/ between/behind.....
- ❖ Cross.....

